DOCUMENT RESUME

ED 114 335 SO 008 714

AUTHOR Gobel, Helmut, Ed.
TITLE Education and Science in the Federal Republic of Germany.
INSTITUTION Inter Nationes, Bonn (West Germany).
PUB DATE 75
NOTE 17p.; For a related document, see ED 107 590
JOURNAL CIT Bildung und Wissenschaft (Education and Science in the Federal Republic of Germany); M12-75(e) p170-184 Dec 1975

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS *Comparative Education; Continuous Learning; *Educational Change; Educational Development; Educational Problems; Educational Research; *Educational Trends; Elementary Secondary Education; Higher Education; *Sciences; Youth
IDENTIFIERS *West Germany

ABSTRACT

Presented in this short bulletin are four articles which provide up-to-date information on general educational trends in the general field of education and science in the Republic of Germany. The first article demonstrates educational reform, emphasizing humanistic education, ranging from preschool to vocational training establishments and adult education in a German state. A new perspective for future educational policy as a result of the European Education Ministers' Conference is reported in the second article. Continuing education for both professional and adult education is examined in the third article. The fourth article contains a description of a Humboldt Foundation conference for natural scientists and educational and scientific research. Short reports following the articles deal with university entrance procedures, correspondence universities, training, and youth. (Author/JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED114335

Bildung und Wissenschaft

BW12-75

NOV 24 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Inter Nationes, Kennedyallee 91-103
D-53 Bonn-Bad Godesberg 1
Bundesrepublik Deutschland
Telefon (02221) 8801, Telex 885481

SP008 714

Education and Science in the Federal Republic of Germany

No. 12-75 (e)

Articles

Change of wind in educational reform? Thoughts and plans in Baden-Württemberg 170

Further education: the German contribution to the European Education Ministers' Conference 174

Criticism of "life-long learning" 175

The Humboldt Foundation takes stock 177

Reports

University entrance procedure in need of revision 178

Correspondence university to be co-financed by the Federal Government 179

The "Anwalt des Kindes" Commission presents its preliminary proposals 180

Practicable proposals concerning the "teacher mountain" 181

Special theme: "Youth" 181

Fewer "Abiturienten" or more training places? 182

News in Brief 183

Chief Editor: Helmut Göbel
Responsible for the schools area: Dr Brigitte Mohr
Responsible for the Higher Education area: G. H. Altenmüller/Dr Renate Mreschar
Editor: Dinah Stolz

Bei Abdruck Beleg erbeten

Change of wind in educational reform?

IV/61

Thoughts and plans in Baden-Württemberg

It will have hardly escaped the notice of our readers that the views of the Socialist/Liberals and those of the Christian Democrats have been somewhat polarized on the political scene (particularly in regard to education policy) of late.

Whereas this service has reported on the guiding principles of Government policy, it is now the turn of the Opposition, i.e. the Christian Democrats, to state their case; they are the ruling party in those Federal States (Baden-Württemberg, Rhineland-Palatinate, the Saarland and Bavaria) in the south-western area of the Federal Republic of Germany, bordering France, Switzerland and Austria and which are championing their own educational policy.

This change of wind, if it is, in fact, a genuine change (and something which is not definite) will, without a shadow of doubt, be described by advocates of the Socialist/Liberal Government concept as a retrograde step and by members of the Opposition as progressive and quite possibly by neutral observers as a sort of educational nostalgia.

Baden-Württemberg, whose Education Minister, Prof. Hahn is, incidentally, the longest-serving in the Federal Republic of Germany, has started the ball rolling in this direction. In 1974 he set up a commission known as the „Anwalt des Kindes" ("Child's Lawyer") whose findings are given elsewhere in this issue. This commission is designed to counteract the bureaucratization and total organization of human beings within the machinery of an increasingly complicated and length educational process.

Dictates of finance and economy

Quite apart from these somewhat idealistic considerations, material factors play, first and foremost, a leading role. Ministerial Director Paul Harro Piazolo, Education Minister Hahn's deputy for the schools' and higher education area, has dealt at some length, in a 36-page article in the publication "Lehren und Lernen"*, on the new overall education policy in Baden-Württemberg.

Piazolo begins by outlining the current financial and economic situation stamped by the general recession and reduced receipts on the part of the public purse as a result of the new taxation reform – a situation which is obliging both Baden-Württemberg as well as all other Federal States to cut back on spending in the educational sector.

New population structure

An equally weighty factor is the process of change within the population structure which has emerged over the last few years. Since 1965 the birth-rate has dropped by some 40 percent. How and at what point in time this will influence pupil and subsequent student numbers can be seen in Graph 1. Graph 2 reveals that, following the latest census in 1971, about 7.2 percent of all gainfully employed persons either had their "Abitur" (i.e. Higher School Certificate) or university degree whilst 19.3 percent had an intermediate school certificate. In the eighties some 20 percent of all gainfully employed persons will complete Secondary Stage II with a certificate granting them university entrance and 30 percent will be in possession of an intermediate school certificate. This development is the direct result of a Federal Government decision and is by no means negatively assessed in all the Federal States although, of course, it does present certain problems.

On the other hand, to quote Piazolo, the following is being considered: "In view of the changes in population structure, we must seriously ask ourselves whether the high percentage of graduates can, in fact, be absorbed by commerce, industry and administration. Despite the uncertainty and inadequacies of requirement forecasts, we must assume that, in all probability, only about 8 percent of all academically qualified persons can be employed whereas 15 to 16 percent are undergoing academic training at the moment. If we bear in mind the fact that 48 percent of all university graduates are employed by public authorities, it is incumbent on the latter, for instance, to reduce, by modifying professional qualifications, the drift to university and to make extra-mural careers' training courses more attractive. Baden-Württemberg has taken a major step in this direction by setting up a Careers' Academy (we have already reported on this in a previous issue. Edit.). Nowadays, practical professions need to be up-valued once more to counter the frequently held views of a Utopian graduate society; this is why a start has been made with the Careers' Academy in an effort to offer "Abiturienten" (holders of Higher School Certificate) attractive professional training courses other than at university and to provide the opportunity to change course, if desired.

* Publication by the Institute for Educational Planning and Studies Information, Stuttgart, Neckar-Verlag, Villingen, "Lehren und Lernen", No 2/1975.

Last but not least, it would be a good idea if public authorities reached some sort of agreement with the private economy on the strength of the latest available information on labour market trends and pre-calculated future graduate requirements on subject-specific bases and to organize the necessary education capacities accordingly.

Change of mental attitude

Although the urgent need to cut back on spending and the subsequent revised lines of thought as far as education policy is concerned, applies to all the Federal States – as, indeed, to most countries in the world – the so-called "changed mental attitude" (to quote Piazolo) is something peculiar to the south-western Federal States and the Christian Democratic Opposition in the remaining States.

Piazolo contends: "Towards the end of last year, there were signs on all sides of a new reflective approach within our society". The idea of emancipation, a continual process of breaking with accepted norms in pursuit of an objective which, in turn, is "shrouded in a vague mist" has already been played out. At the same time the realization that the end of growth in modern civilization is in sight and that there is a threat to life itself through the exploitation of nature, has had a sobering effect. The consequence: "Human beings are once more becoming the focal point of political, planning, historical, artistic and other considerations as individuals. In the pedagogical field there is a renewed demand for the formulation of educational aims, values and norms whilst the former frequently propagated "Education via the Child" is being subjected to criticism because of its unclear statement of objective. Planning, understood once more as development planning and extended to cover the areas of social affairs, commerce and industry and the shaping of the environment, is designed to trigger off new impulses of a trail-blazing nature for the continued development of society rather than to reduce the frictional losses sustained by individual competitive areas."

The author goes on to quote Ralf Dahrendorf who recently appealed in an article in the weekly publication "Die Zeit" to "break down the barriers which have been erected between the sectors of education, work and recreation – all factors governing our lives." The main responsibility of education is not to provide, via systematic careers' training, spare parts for the economic process, but to develop human skills by opening up a range of opportunities for people and not by shaping them to suit alleged demands.

Piazolo also deals with Wolfgang Brezinka's latest book* which sharply attacks "emancipatory pedagogics". In this book he describes it as a sort of "creed of political therapy" devoid of all clear and unequivocal concepts. Its aim, the "emancipated personality", is an essentially negative ideal serving only to emphasize the future dependencies of the individual. "Emancipatory Pedagogics" – according to Brezinka – is a product of the prosperous society – and any society nurturing such views is, in the long run, irresponsible.

A new concept?

What do the Christian-Democrat cultural experts intend to replace this by? Piazolo supports the view that it was wrong (under the banner of "equal opportunity") to believe that all children had to be offered the same education to provide them with the same chances of success. "Optimum promotion is, in our view, not an identical educational path but a correct path".

This sounds the same roughly. In practice, however, this dictum means a move away from comprehensive schools or in the field of special pedagogics, a departure from the experiment of educating physically handicapped children with healthy children merely because the view is held that education in special establishements will bring greater rewards.

Otherwise experimental activity in Baden-Württemberg is concentrated on pre-school facilities for five to six-year-olds whose initial chances must be levelled out as early as possible. In addition, great value is attached to the new "Action Programme for Main Schools". It is to ensure that this type of school attended, after all, by a good 50 percent of pupils, is not reduced to a school for "also-rans", but that it has its own focal point in the area of work/economy/technology.

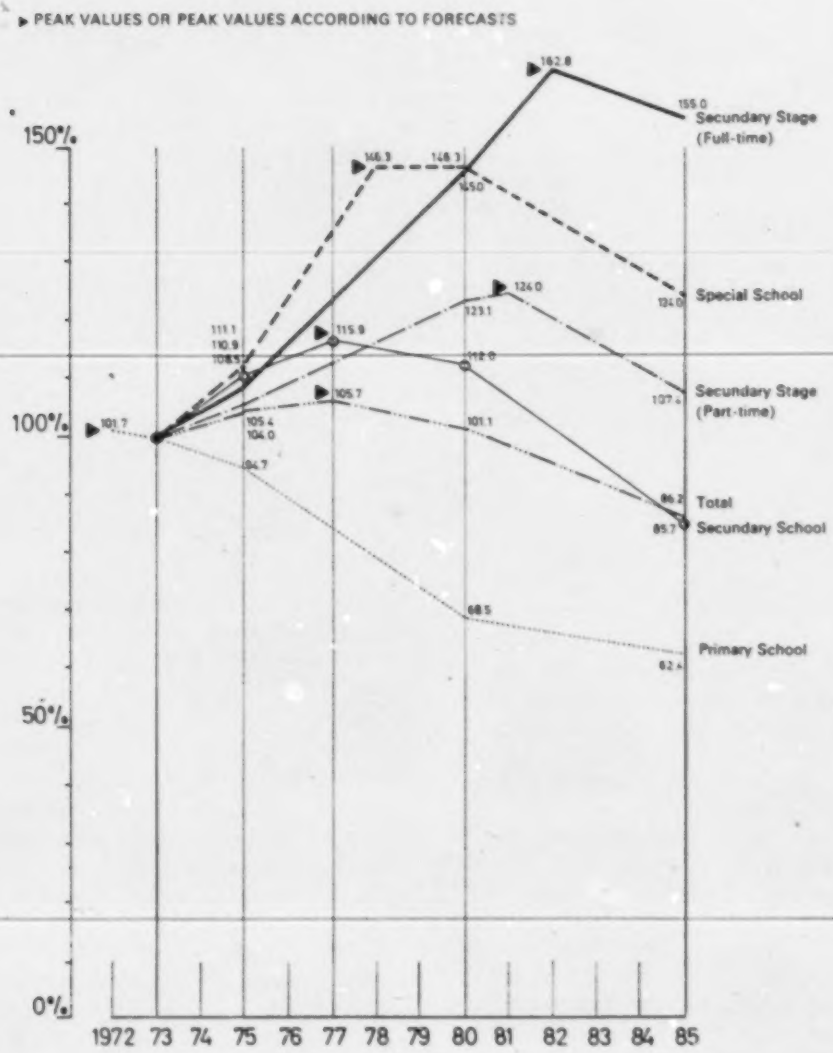
Renewed consideration of old values

In the author's view a renewed consideration of values for all types of school and school levels is essential: "The aim of education must be one where human beings recognize their possibilities and limitations and where they learn to regard themselves as individual and equal members of a large society in which they can hold their own. Education must provide humans with standards for moral responsibility in their actions." Social education is part of a comprehensive education pattern. "Nevertheless, this does not imply that all individual behaviour patterns and conflicts can be explained by particular class

---

* Wolfgang Brezinka: „Erziehung und Kulturrevolution: Die Pädagogik der Neuen Linken". Ernst Reinhardt Verlag, Munich 1974.

DEVELOPMENTS IN PUPIL NUMBERS AS A RESULT OF DEVELOPMENTS IN THE BIRTH-RATE IN % (1973: 100%)

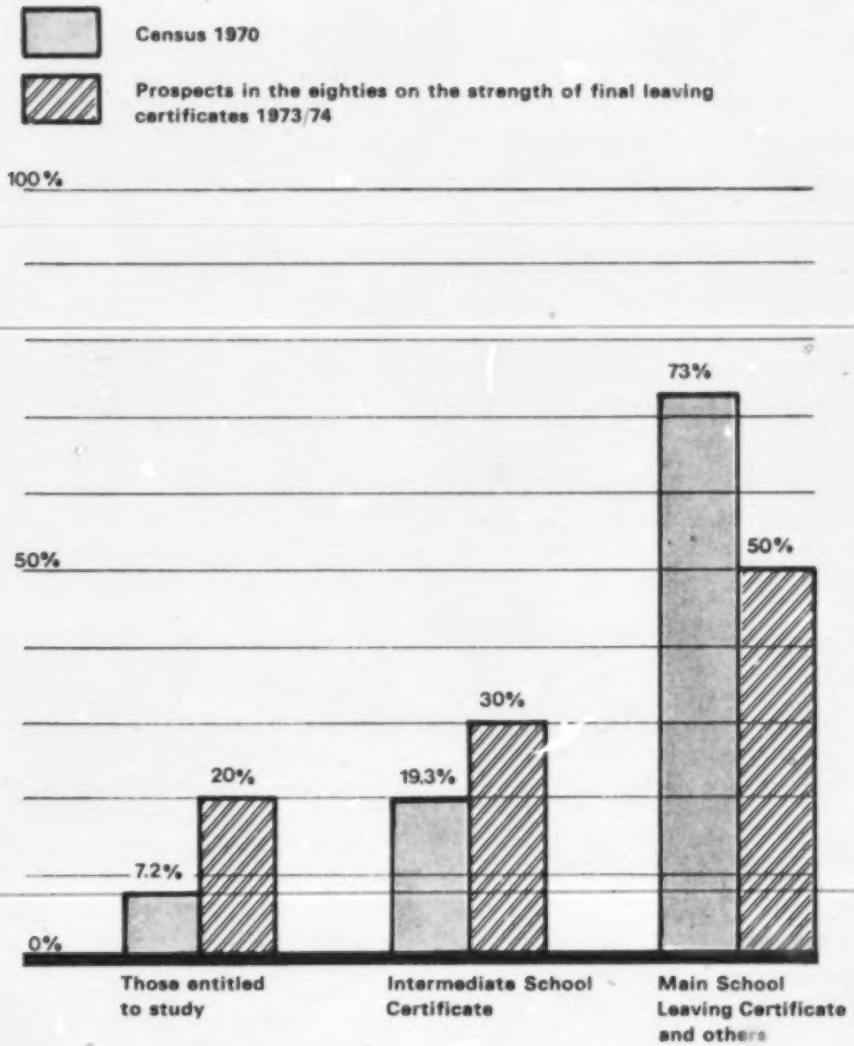


norms or existing power relationships. The essence of man, his own sense of responsibility and freedom must not be pushed into the background; neither must his personal guilt and personal merit be passed over on the strength of typical sociological explanations." It goes without saying, of course, that this is throwing down the gauntlet to Socialist/Liberal educational concepts and that protests from this quarter will be forthcoming before very long.

Revised curricula

This new concept in Baden-Württemberg has already had positive effects on curricula. Here are just two examples: The original draft by the Curriculum Commission for "German" was sharply criticized, mainly because of an over-emphasized intellectual approach to German instruction "through a clearly intended problematization of 'language' in all learning areas", too great a concern with meta-language, "too much stress on linguistic and information-theoretical bases" on the one hand, and the failure to recognize the actual level of knowledge on the part of teachers from both a specialized and didactical point of view on the other.

Educational standard of the population



In the original draft curriculum for art instruction in primary schools it was stated, for instance:

"Emancipation is the main aim . . . It implies ability to learn and to act in situations in which the individual must make up his mind both on his own behalf and with reference to society – (self and co-determination). This attitude includes the ability to criticize, to take personal decisions and to moderating action ... The establishment of teaching aims at subject level will be governed by this main aim. Emanicpation calls for behaviaour patterns based on definite contents and forms of communication, criticism, creative ability and esthetic sensitivity."

In the revised version it now simply states:

- "to become aware of the manifold phenomena in the environment, to register them and to come to terms with them
- to translate phenomena in the environment into artistic creations
- to recognize images and systems in the environment, to understand them and to reproduce them
- to recognize the effects and influences which are to be achieved by these means
- to experience personal activity and creative production as an enjoyable process as opposed to receptive and passive consumer behaviour."

00006

Baden-Württemberg also does not intend to comply any longer with the demand by the German Education Council for an "academization" of instruction at primary school level. "A stop must be made at that point where what is suitable for children is surpassed."

Plurality instead of over-planning

It would be going too far to describe the development plans for the individual school types and educational levels as outlined in Piazolo's article. Throughout the whole article there is recurrent emphasis on the plurality of the responsible bodies – ranging from pre-school to vocational training establishments and adult education. They are to guarantee the individual freedom of choice and opinion. Within the state structure this system makes coordination, cooperation and partnership a permanent obligation. This endeavour to place the "human" element more to the fore in the overall field of education can, admittedly, lead to a certain amount of hardship from time to time as Piazolo states in reference to the excessive supply of teachers forecast by the statisticians: "We consider it more humane not to close our eyes to this unavoidable development and to publish these investigations rather than to train teachers whom we shall not be able to employ at a later date.

Futher education: the German contribution to thc European Education Ministers' Conference

IV/61, 66

The German attitude to the main topic at the latest European Education Ministers' Conference in Stockholm was made known by the head of the Federal German delegation, Prof. Joist Grolle. Here are a few excerpts:

'Our main theme of recurrent education spotlights a concept which has been warmly received and with great interest, particularly in the world of arts and sciences in our country. There is no doubt about the fact that, with this educational point of departure, a new perspective for future educational policy has been revealed and which must be taken seriously. It is probable that highly developed industrialized countries are all experiencing the same situation where, on the one hand, technical progress and scientific information are taking on ever greater dimensions whilst their obsolescence is gathering rapid momentum. This alone, in my opinion, is sufficient reason for not restricting education and training to youthful years in the main.

On the other hand, it must be realized, however, – at least as far as my country is concerned – that the acquisition of education cannot be implemented overnight in the present situation, and that it cannot be viewed as the radical and exclusive alternative to the existing system. Recurrent education as such must, at present, remain a model for future use as far as education experts are concerned . . .

In this connection, I would appeal for the understanding of my colleagues

- that those responsible for education policy cannot comment in an abstract manner on such a concept, completely divorced from the situation and its problems
- that we do not succumb prematurely to the fascination and temptation of recurrent education

The first opinion wave at both national and international level has in part, spontaneous and reflexive qualities... Only at a slow speed can clarification, concretization and careful weighing up follow and finally – perhaps – political decision, planning and trial period. We are, therefore, at the development or maturing stage.

On these premises, I would like to mention a few key words relating to the points of departure in the education system in the Federal Republic of Germany which contain certain elements of recurrent education:

- Both the Federal Government and the Federal States are anxious to overhaul the relationship between education and training. In this way a dovetailing of general and vocational learning and increased multi-purpose training can be assured.
- Existing legislation in the Federal States in the Federal Republic of Germany as far as further education and, in particular, adult education and educational leave are concerned, must be made full use of and developed as must be the opportunities offered by the Federal Government via its Vocational Training Act and Training Promotion Act.
- The availability and possibilities in regard to technical media films, radio and television (i.e. TV courses, the setting up of a correspondence university, correspondence studies etc) offer important opportunities for periodic education and further education and are being consolidated and developed

– And finally, we must mention the efforts to establish a certificate or unit system in the post-secondary and post-school areas.

All these ideas are not regarded by us as an alternative to the traditional structures of our education system, but rather as something supplementary which, however, we consider necessary and indispensable. It is particularly because we view both available forms as essential that it will be of paramount importance for us, in view of the overall limited financial possibilities, to ensure that traditional education is not given one-sided preference to the detriment of further education. On the other hand, we cannot allow a situation to arise where the hopes raised for future further education opportunities cause a decline in the financial efforts devoted to the usual forms of education at school and university or where they may even be considered superfluous. In a nutshell: recurrent education must not become the excuse for decreasing funds for schools and higher education. . . . If we come out in favour of recurrent education, we shouldn't propagate it as an alternative. We must not reduce the initial potential of standard education at school and university but activate, expand and supplement it via a wide range of further education opportunities.
I am not placing such great emphasis on the supplementary function of recurrent education just because I think that our present education system could otherwise turn into a stone quarry in which the financial distress of our society is indemnified; I consider the supplementary function of recurrent education also essential since we shall otherwise run the risk of our education system becoming subjected to the one-sided dictatorship of purely economic qualification requirements. True, education systems must take economic necessities into account, but it would be a sad day – if the labour market situation became the only criterion for educational requirements and opportunities in our society. Such a primacy of economic factors seems, however, to be well favoured if the realization of educational availability is mainly or exclusively linked with professional interest in further or continued education. It is an undeniable fact that interest in continued education is heavily dependent on the social selective processes in the free economy. I am convinced that we can only counteract such dependencies if our further education system is supported and backed up by a broadly spanned and simultaneously highly developed basic education system which is not exposed to such an extent to the exigencies of adaption within the economy.

Based on such a stable system of educational courses in school and university, I have no doubt that the concept of recurrent education will have a great future in Europe.

Criticism of "life-long learning"

IV/61, 66

Whilst the necessity of life-long learning, i.e. recurrent education from time to time, is being considered or demanded by political education experts all over the world – as at the recent European Education Ministers' Conference in Stockholm – there are also voices of protest which are not restricted to the Federal Republic of Germany alone.

In the publication "Zeitschrift für Pädagogik" (Year 21, 1975, 2, pp. 173–192) a veritable battery of authors (Heinrich Dauber/Helmut Fritsch/Ludwig Liegle/Wolfgang Sachs/Christoph Th. Scheilke/Marlies Spiekermann) tackled the OECD-CERI report on "Recurrent Education: A Strategy for Lifelong Learning" which has, in the meantime, been translated into German by the Secretariat of the Education Ministers' Conference.

They take as their basis the fact that the limits of growth have been reached both in the economy and the education system. The expansion of schooling "within the framework of traditional structures" has not only not prevented, but even contributed to a situation where "contradictions between school learning and the satisfying of individual and social requirements, between self-recruitment of the elite . . . and the arbitrary adaption of the school population to the short-term demands of economic requirements" have been intensified. Now that the idea of equal opportunity has turned out to be an illusion, a search for strategies providing an alternative to the present education system are being conducted, such as the possibility of recurrent education, for instance.

True, the authors identify themselves with the premises and objectives of the OECD report, such as individual development and self-determination; great equal opportunity; better liaison between training and the working world; periodic exchange between the employment and the training systems within the framework of a new learning organization – yet they are of the opinion "that the reasons given for the proposed strategy is contradictory and even in a position to pervert the original aims." What has prompted the authors to utter such criticism?

Whereas they are concerned (as they assure) with justifying a "new relationship between the individual

and society" i.e. between the individual and educational institutions, they see a "contribution to social adaption" in the OECD's strategies. In the place of an analysis of social conditions which hinder individual development and the subsequent consequences, a concept of life-long learning is offered as a "compensatory strategy of justification". By now, at this point in the article, it has become clear to the reader that this team of authors are committed society reformers. But there are more than a few of these amongst the ranks of young pedagogues and political educational experts.

They have further reservations in regard to the OECD report on the proposed central planning and control of further education (the very reservations which might well be shared by many a conservative in the Federal Republic of Germany. "Planning of voluntary behaviour instead of individual development." Words such as this fall onto fertile ground during a period of vexation at (over) planning.

A further argument put forward by the authors could also find support outside their immediate circle: in recurrent education they see the danger of the "necessity for mobility", in the sense that professional existence, the progress of the individual, is permanently linked with further training and job mobility. This will result in the "inhuman compulsion to thwart disqualification and loss of job through competitive mobility. Thus learning prompted by curiosity will become learning for reasons of fear" and life-long learning a life-long process of being taught. In offering this frightening picture of a schoolified future, the authors, as might almost be expected, refer to Ivan Illich.

It goes without saying that the instigators of recurrent education did not intend anything of this nature; on the contrary, they wanted to keep open the chance of professional and personal further education for adults throughout their lives – a chance which they may have missed in their youth. Nevertheless, we cannot just dismiss such unintentional negative consequences and dangers in such a many-threaded and complicated education system.

Only when viewed politically is a further criticism by the authors understandable: whereas recurrent education places great stress on professional skill, it neglects "systematic political knowledge" which is apparently of greater importance to the authors. Further training encourages ideas of competition and career, individualizes the causes of failure and thus prevents solidarity. Last but not least, the constant interchange of training and practice with the possibility of course correction increases the danger of failure. This latter argument cannot be dismissed as unrealistic. On the other hand, the authors' counter proposals will appear Utopian and unclear to many readers – counter proposals which are eagerly awaited at the end of this very long-winded – here briefly summarized – criticism. In their opinion "the content qualifications of adults should be assessed solely according to whether they can fulfil the task with which they are faced, regardless of whether they have the necessary professional training or not." The reasoning can be followed up to this point. What is hard to grasp is the subsequent demand: "In order to ensure freedom of orientation and decision, planning, organization and institutionalization should be fixed at a structural level where it can be changed at any time by those learning, in accordance with their requirements." Translated into schol terms this would mean that pupils could determine their own curriculum.

The authors only support life-long educational processes as long as they "develop emancipatory potential". Their demands are thus framed in the final paragraph: "Volunteers and not compelled to avail themselves of further education because of economic or social pressures." Further education establishments, who have been doing this for many years, report that it is, in fact, the educated who take advantage of the opportunities offered rather than those who really need them and who are rapidly dwindling in number. Experiences such as these are ignored in the article. A further demand: "Self-determination by those concerned in the organization of learning processes; self-assessment of success and result of personal learning process by those concerned; further education should not produce yet more pedagogical drop-outs; long-term integration of learning and employment opportunities with the object of being able to analyze (on a qualified basis) and change personal working conditions."

All this may be meant seriously and idealistically. The neutral observer is not allowed to offer his own judgement. The only thing permitted is the ironic final remark which makes the demands of this left-wing group of authors sound like what they are attempting to do, for completely different reasons, in Baden-Württemberg (see article "Change of Wind in Educational Reform?): to protect the individual from over-planning, competition and inhuman performance pressures. . . . The wording is, in many places, confusingly identical – but not the political point of departure.

00009

The Humboldt Foundation takes stock

In 1974 the Alexander von Humboldt Foundation invited 865 scientists and men of letters to conduct research projects at institutes in the Federal Republic of Germany. 390 took up their research scholarship in 1974 for the first time. A further 350 of the scholarship holders had their stay extended and 125 former Humboldt scholarship holders were given a renewed limited period of sponsorship. The average monthly "stock" of research scholarship holders sponsored by the Humboldt Foundation in the Federal Republic amounted to 449 last year.

As can be gathered from the 1974 Annual Report presented to the press at the end of July by Dr Heinrich Pfeiffer, Secretary-General of the Humboldt Foundation, the countries most strongly represented were Japan (132), Poland (83), USA (78), India (68), Romania (45) and Egypt (44). Britain (36) and Turkey (35) also enjoyed a sizeable share of the promotion programme.

Broken down into subject areas, the natural scientists were in the decided majority at a figure of 60 percent, followed by arts' scholars (28.2 percent) and engineering scientists (11.8 percent). There was a particularly strong contingent of chemists (22 percent), physicists (11 percent), physicians (9 percent) and biologists (8 percent) as well as lawyers from the ranks of the arts graduates.

Almost half of the foreign academic guests had already held a post as lecturer or professor before commencement of scholarship. In the case of the others, all had at their doctor's degree. Compared with the year 1973, the average age of the foreign scholars rose by exactly one year. This is a direct result of raising the maximum age of 25 to 28 to 25 to 40.

As in other years, Munich was once more the leading academic magnet for the foreign scholars. Then followed Bonn, Freiburg and Göttingen, and at a much greater distance Cologne, Heidelberg, Tübingen, Berlin (West) and Hamburg. Numerous research scholarship holders also availed themselves of the opportunity to research for a limited period at institutes in neighbouring European countries, mainly in Britain.

As part of a special programme for recognized natural scientists from the USA which is co-administered by the Alexander von Humboldt Foundation, an additional 58 scientific prizes (known as Humboldt Awards) were bestowed. 136 American prize-winners were sponsored by the Humboldt Foundation at research institutes in the Federal Republic of Germany in 1974 within the framework of the "US Senior Scientists Programme". The Federal Ministry of Research and Technology makes an annual sum of DM 5 million available for this special programme. The Humboldt Foundation's relatively modest annual voted funds of DM 26.5 million in toto (including the USA Special Programme) and which stem from the Foreign Office's cultural budget achieve, according to Pfeiffer, a considerable long-term effect since former scholarship holders continue to be sponsored by the Foundation after their return to their institutes back home. In order to continue scientific activity at their own institutes, 88 Humboldt scholarship holders from 26 different countries were granted equipment donations to the tune of almost 2 million deutschmarks, mainly from handsome subsidies by the Federal Ministry for Economic Cooperation, the Donors' Association for Promoting Arts and Sciences in Germany and the Fritz Thyssen Foundation. For the first time, large donations in the form of equipment were made to the Philippines, Ghana, Egypt, Poland, Bulgaria and Romania. 143 former scholarship holders were presented with relative scientific literature to the tune of some DM 160,000.

The aim of this post-care is to maintain contact between former Humboldt scholarship holders (now numbering 5,500) throughout the world and the arts and sciences in the Federal Republic of Germany. This reciprocal contact could well be of equal benefit to the same sphere in partner countries – be it as a result of research findings obtained in the Federal Republic of Germany or via the scientific methods pursued back home.

Sponsorship in the years to come has already been discussed in three selection meetings at which 404 applicants out of a total of 1,048 from 64 countries were chosen for research scholarships. In other words, only 38.6 percent of the applications met with success. The greater number of applications in 1975 came from India, Japan, Poland and the USA. Within the period under review, the Foundation renewed its offer to the People's Republic of China to sponsor likewise Chinese men-of-letters within the framework of the Humboldt Scholarship Programme in future. Because of the Taiwan question, however, it has still not been possible to reach any positive results.

According to Pfeiffer, the Alexander von Humboldt Foundation's promotion programme continues to be determined by the three proven criteria of individuality, liberality and a long-term policy. In order that the foreign research experts may carry out research work

00010

in the Federal Republic according to the plan outlined and substantiated in the application, things are made as smooth as possible for the successful applicants who are carefully chosen by an independent selection committee (on a strictly individual academic basis) which meets three times a year and to which men-of-letters from all disciplines in the Federal Republic belong.

Financial assistance for the publication of research findings or for travel to congresses is granted in addition to the monthly research scholarship of DM 1,600 or DM 1,900 net. These two different scholarship categories are determined by the selection committee who base their decision on the applicant's scientific achievements so far and his academic status. The selection of candidates is undertaken regardless of race, sex, religion or ideology. There are no quotas for country or discipline. All in all, the Foundation has 440 research scholarships at its disposal annually.

The foreign scholar is free to select his own research theme and the institute where he would like to work in the Federal Republic. Between four and six months of the research period may be spent at another European research institute, if this is of direct contributory value to the successful completion of the research project. Research scholarships, granted initially for a period ranging from six to twelve months, can be extended to a maximum of two years. On return to his or her institute back home, the former Humboldt research scholarship holder receives further sponsorship in his particular work via a post-contact programme specially tailored to his requirements; this assistance includes, inter alia, the supplying of equipment and specialized literature. Contact is maintained by occasional renewed invitations, by special gatherings according to subject abroad and in which scientists and expert symposia in the Federal Republic of Germany are involved. Regional meetings of this nature, organized by the Humboldt Foundation, were held in Canada, the USA, Brazil, South Africa, Egypt and Poland in 1974.

Reports

University entrance procedure in need of revision

A decision on the part of the Constitutional Court in the Federal State of Bavaria has stated that the current university entrance procedure for disciplines subjected to "numerus clausus" (i.e. restricted admission) in the Federal Republic of Germany is incompatible with the Bavarian Constitution. As a consequence, the basis of the 1972 State Treaty between the Federal States, on the strength of which the Central Office for the Allocation of Study Places was set up in Dortmund, has been removed. It can only be effective if all the Federal States participate. As a result of the Bavarian ruling, new arrangements will need to be made before the beginning of the summer semester of 1976.

The current procedure, which in the view of the Bavarian Constitutional Court judges conflicts with the principle of equality, is based on a complicated system of calculation. The Central Office for the Allocation of Study Places awards places in disciplines with numerus clausus (numbering 26 at present) at universities and colleges to a level of 60 percent according to the overall mark achieved in "Abitur" i.e. Higher School Certificate, and to a level of 40 percent according to other criteria (such as length of waiting period, hardship cases and foreign students). In this connection schools, in the first instance, work out an average mark for the individual "Abiturienten" (i.e. holders of Higher School Certificate) in all subjects, from which the Federal State, in turn, determines the Federal State average and which then makes the calculation of a Federal average possible.

This stands at 2.5 at the moment (in a scale of marks ranging from 1 i.e. Very Good to 4 i.e. Fair). The mean in Bavaria, at 2.6, lies currently above the Federal average which means that Bavarian "Abiturienten" had, on average, better marks and consequently greater opportunities to be admitted to a restricted admission discipline. In order to level out this discrepancy in the admission procedure, every Bavarian "Abiturient's" average mark is reduced by 0.2 (known as a "malus") whilst "Abiturienten" in those Federal States where the mean is below Federal average are awarded a "bonus" percentage. This procedure can only be understood if it is assumed that Bavarian "Abiturienten" have, in fact, not achieved an average higher level than in the other Federal States, but that the marking system is of a more generous nature for the same level as attained outside Bavaria. This is hotly contested by Bavarian education experts; they argue that within their school system a more highly selective procedure (compared with the other Federal States) is adopted long before the "Abitur" examination with the result that Bavarian "Abiturienten" are already "hand-picked".

00011

The ruling by the Constitutional Court has put an end to this discussion. Politicians both in the Federal Parliament and the Federal State Legislatures have, on the whole, expressed a certain amount of relief in their initial reactions that an arrangement regarded by almost all as unsatisfactory is to be abolished. On the other hand, it is still by no means clear what selective procedure for student applicants will now be adopted in place of the "bonus-malus" system.

If this latter calculation process were simply dropped, the grotesque situation would arise where many disciplines would be inaccessible to "Abiturienten" from several of the Federal States since they would be filled by their colleagues from Bavaria with the better marks. The "Frankfurter Allgemeine Zeitung" has quoted a "nightmare" in this connection on the part of Dr Hanna-Renate Laurien (CDU), State Secretary at the Education Ministry in the Rhineland-Palatinate and Dr Peter Glotz (SPD), Parliamentary State Secretary at the Federal Minister of Education and Science: "Without the 'malus' we would now have Bavarian medical students only." In the medical faculties, the discrepancy between the number of places available and the number of applicants is particularly marked with the result that only "Abiturienten" with the grade "Very Good" (or almost) are admitted.

The "Bund Freiheit der Wissenschaft" ("Freedom of Arts and Sciences Federation") has come up with the suggestion that a definite quota of studies places available throughout the whole of the Federal Republic be awarded to each individual Federal State. This, however, would result in distinct disadvantages for the City-States where the percentage of "Abiturienten" is particularly high. A further possible new procedure, for instance, would be to assess "Abitur" marks in the individual subjects on a separate basis, according to the desired course of study.

The Bavarian constitutional ruling has now given particular encouragement to the Federal Government's efforts to regulate university entrance Federal-wise within the University Framework Law which has so far come to grief at the hands of the Bundesrat (i.e. Second Chamber), the representative body of the Federal States. This legislation proposes (in the case of university entrance) that previous professional training and practice are to be given a very great consideration. In addition, studies applicants are to sit additional tests. The basic educational implication of the Bavarian Constitutional Court's ruling lies in the fact that selection by means of "Abitur" marks alone is clearly questionable. It is now a matter of finding evaluation criteria displaying a greater measure of justice than the current procedure and, even if not replacing the "Abitur", will supplement the latter to a degree where the number of studies places (which cannot be increased at will) are awarded to those really deserving them.

* * *

Correspondence university to be co-financed by the Federal Government

The Science Council has recommended the inclusion of the correspondence course university of Hagen in the official register of universities and colleges according to the University Building Promotion Act. (see "Ed. and Sci." 3–75). This is the requirement for participation in investment costs on the part of the Federal Government. The correspondence university in Hagen (in the Federal State of Northrhine-Westphalia) is, in the opinion of the Science Council, an experiment of considerable importance for the higher education field in the Federal Republic of Germany.

Admittedly, the Science Council draws attention to the fact that, in view of the broad span of expectations, a limitation of objectives will be unavoidable to prevent a splintering of existing capacities. A correspondence university cannot be viewed as the universal remedy for all the urgent higher education problems. A fair length of time will be needed before a quantitative as well as qualitative range of possibilities can be offered for all the proposed disciplines in question.

In the view of the supreme scientific advisory body in the Federal Republic of Germany, special responsibilities for correspondence courses lie in the contact or supplementary studies areas and in the acquisition of further qualifications by university graduates and, of course, in the provision of training opportunities for people already gainfully employed and who, despite the fact that they had "Abitur", chose not to study in the first instance.

At a later stage in the development of this university further responsibilities are to be assumed; the development of bridging-courses before commencement of a course of studies to compensate the varying levels of knowledge on the part of student candidates in the various disciplines, the elaboration of individual courses to overcome specific bottle-neck situations in normal universities and the opening up of studies courses for persons without "Abitur".

In addition, the Science Council recommends that, wherever possible, academic teaching staff should be attached to the correspondence university for a limited period only. In this way, on the one hand, the correspondence university will be enabled to change the focal point studies areas to readapt to changing requirements, and on the other, a greater exchange of experiences will be assured between the correspondence university and the normal universities.

* * *

The "Anwalt des Kindes" Commission presents its preliminary proposals

The "Anwalt des Kindes" Commission (i.e. "Child's Laywer"), set up last year as an independent body by Prof. Hahn, Education Minister for Baden-Württemberg, made its preliminary proposals, first in February and then in July. Chairman of the Commission was Prof. Dr Bernhard Hassenstein, Freiburg/Breisgau. The Commission concerned itself with the theme of the spatial environment of the child at school, with the child itself, its maximum stress and its burdens.

Amongst its initial demands, the Commission calls for the maintenance of the "form room" system for at least the first eight years of school. By this is meant that the child should have a fixed classroom or base – as opposed to ever changing classrooms under the course system – where it (i.e. the child) is constantly in the company of the same classmates. The disbandment of the forms – something which is inevitable with course instruction where the pupils are split up into groups or sets according to level or achievement or in the senior classes of grammar schools – means the severing of many individual familiar links and the destruction of a human community which has grown over the years. On the subject of school buildings, the Commission came down hard on schoolrooms without windows and ventilated by air-condition plant only, as is so often the case nowadays in large modern schools. At the same time the Commission put up a case for open-plan rooms where communal activities could be held.

But first and foremost, the Commission was concerned with measures designed to prevent increasing stress being imposed on children; the length of morning instruction and time required for homework need to be carefully examined. It is of paramount importance that homework can be tackled by the pupils themselves without help from parents; if this is not the case, it inevitably results in family disputes to the detriment of children of less educated parents. In Baden-Württemberg homework for the subject theory of sets has been forbidden until further notice. The range of material and the subjects offered are to assure a healthy balance between mental and physical development. Pupils should also be able to develop their artistic inclinations and social behaviour in school. The school's prime responsibility is to help pupils to achieve successful results and to give full recognition to achievements outside the school.

The latest recommendations by the Commission concern, inter alia: special treatment of pupils suffering from congenital alexia and a new form of attainment assessment in the first three years of primary school on the grounds that good marks have an encouraging and consequently favourable pedagogical influence whereas bad marks lead to fear and further failure, to psychological pressure and, in all likelihood, to further lack of success in final results. For the first two years of primary school the Commission recommends the abandonment of attainment marks in principle. Only from the third year onwards should such marks accompany written assessments.

A further recommendation is directed against the practice favoured by many teachers of using bad marks as a "disciplinary measure" or, as they say, to encourage greater diligence and attainment. The Commission rejects this and goes on to state that if more than a quarter or a fifth of a class is being overtaxed in one or several subjects over a period of time and achieves sub-standard results, this must be regarded as a serious pedagogical state of emergency. In such a case, as an ever greater number of pupils is affected, successful teaching becomes impossible. Teachers also throw in the towel. A solution to this problem should be sought initially via discussions with those involved in the educational process, i.e. teachers and parents.

Results of class tests which are usually written under the pressure of fear, should, moreover, only be used in conjunction with other means of attainment assessment as a statement of the child's level of success. Final marks appearing on reports should not be based entirely or mainly on class tests but on the overall picture of the pupil's achievement, particularly the standard of his or her oral work. It goes without saying that these recommendations are not aiming at an easier form of school with reduced attainment levels; the object is, on the contrary, to reduce tension and strain among pupils so as to encourage willing cooperation and thus improved attainment levels.

Whereas most of the so-called "dwarf schools" in remote villages have almost completely disappeared in the Federal Republic in the past few years and pupils are now conveyed by school buses, it was proudly held, to larger and consequently more efficient centrally located schools, the "Anwalt des Kindes" Commission has now announced certain reservations. It points to the numerous disadvantages suffered by pupils in their having to depend on school buses or public transport and recommends a form of school planning or organization where at least all primary school pupils can get to school on foot and older pupils by bicycle.

One may be tempted to ironically cast aside these recommendations by remarking that this implies a return to former conditions. But this would be unfair. The Commission has, on the contrary, attempted to outline the disadvantages, abuse and other factors harmful to children which planners and edu-

cationalists could not foresee in their first eager flight into school reform. The purpose of the Commission's work is to correct these mistakes.

* * *

Practicable proposals concerning the "teacher mountain"

The cyclical overlapping of pupil and teacher mountains, i.e. an excess of either one or the other, which is giving political education experts so many headaches in the Federal Republic of Germany, has been examined by two university professors – Dr-Ing. Hans Henning and Dr Nikolaus Fiebinger – in an unusually explicit article (accompanied by relative graphs) in the publication "Mitteilungen des Hochschulverbandes" of June 1975. The cyclical recurrence of teacher shortage and teacher surplus is a problem affecting universities and their capacity planning as much as pupils and parents. Since it is common knowledge that this problem is acute in many other countries we would like to draw attention to this unusual article which for reasons of space can be mentioned only briefly, (the article bears the title: "Too many teachers? Wrong employment policy?"), partly because of the optimistic suggestions by Prof. Fiebinger, Chairman of the Higher Education Planning Commission at Erlangen-Nuremberg University and Vice-President of the West German Rectors' Conference and, to a certain extent, an expert in this sector.

As opposed to his colleague Henning who is hopeful, if the worst comes to the worst, of a "self-adjusting process" of those concerned via global surveys and simplified overall pictures of the situation (which he views as nothing more than a "bearable compromise"), Fiebinger is of the opinion that, according to alternative calculations of the Overall Education Plan, even on the basis of the minimum level, 100,000 new established teaching posts must be made available in the Federal area by 1985. In addition, the usual retirements etc would need to be replaced. Fiebinger does not consider this problem as insurmountable. He sees three possibilities:

1. In 1975 only those teachers should be taken on who are required to make up deficiencies caused, for instance, by retirement. This would mean, as far as the Federal States are concerned – whose educational budget finances teaching posts – the most economical solution (without doubt) but would not, viewed long-term, reduce the cyclical waves. This would not help to realize the objectives of the Overall Education Plan.
2. Regardless of costs, all university and college graduates should be given employment within the education system. In this case, an even greater number of young teachers would be taken on in the next four years. The aim of the Overall Education Plan would thus be achieved on a short-term basis. It is only questionable, of course, whether this would be financially possible. In this case, however, there would be hardly any vacant teaching posts around 1980. The cycle of teacher "shortage" and "surplus" would only be shelved on the strength of this solution.
3. In 1975 and subsequent years only those fully-trained teachers should be offered employment in schools as is necessary to realize the objectives of the Overall Education Plan long-term. This would realize more positive results (if one overlooks the annoyance of the unsuccessful candidates). During the coming years a roughly constant number of young people could be appointed to schools. Universities would have an even level of teacher training. The cyclical waves would flatten out quite considerably.

Prof. Fiebinger's conclusion: only by means of the third solution can the disadvantages (mentioned earlier) for pupils, "Abiturienten" and universities be overcome. In order to add piquancy to his recipe, Fiebinger adds (and not without a certain amount of justification) that thanks to the well-intended reform of teacher studies, which in future will embrace educational and social sciences as well as subject didactics, a swopping of professions on the part of the graduates – as was the case formerly, particularly with mathematicians and natural scientists – will be well-nigh impossible. For better or for worse, therefore, a sensible regulative procedure for teacher requirements will have to be decided on.

* * *

Special theme: "Youth"

The "Frankfurter Hefte" published by Walter Dirks and Eugen Kogon, two men who are known beyond the frontiers of the Federal Republic of Germany as wise and liberal persons, have devoted No. 4/75 of this monthly periodical to the special theme of "Youth". We would like to point out to all those readers particularly interested in youth affairs that a wealth of important contributions (many of which are directly concerned with problems of youth and which are so acute in at least all the industrial countries) can be found here. This is indicated by the titles of some of the main articles: "Young and Old – on the Fringe of Society" (by Prof. Dr. Dr. Reimer Gronemeyer), "Communes – Problems and Opportunities" (by Prof. Dr. Johann August Schülein), "Glaze over Nothing – the Myth of Youth as a Delusion" (by Dr. Hermann Glaser) or "Religion is not out" (by Gisela Heinen). Other contributions refer specifically

to the situation regarding youth in the Federal Republic of Germany under such titles as "Step-children of the new Regulation on Majority" (by Annalie Runge), "Apprentices and young workers in the capitalist system" (by Dieter Eissel), "A new Trend? – The political Attitude and Polling Behaviour of young Persons" (by Dr. Christel Zuschlag).

What moved the publishers to bring out this special issue? Briefly, the self-critical realization that the older and more experienced generation has not succeeded in making contact or coming to terms with this younger generation characterized by protest and rejection of productive capacity, and in conveying their own experiences. Hasn't this always been the case? To a certain extent, yes, but certainly not to this extent.

Eugen Kogon is worried, over and above this, as to "whether, in all those areas of paramount importance, there are sufficient young persons on the horizon who possess qualifications which they feel it is their duty to make use of to recognize the demands of an emerging situation, to tackle it, to insist that methods should be established embracing both older experience and new experiments, that the means be made available to do that what is expected of us", in other words, as he states elsewhere, "this world or no world at all".

"The more massive, pluralistic and confused our society becomes", he continues, "the more indispensable, the productive, active and standard-setting the minorities become." Here Kogon is posing the problem of the new elite. Will this be within the capacities of this youthful generation? (Until recently, the word "elite", because of its association with the Nazi era, was taboo.) Now it is used: "The state of civilizations and countries can be recognized by the guiding elite in all areas.

Walter Dirks' article begins in a very different way: "We must admit that we are unsure of ourselves". Dirks makes a plea for understanding, for the contact between old and young which does not exist at the moment and is of the opinion that it is up to the older generation, in the first place, to become "sensitive towards youth". When using the word "older", the author is quite clearly not referring to the more mature, older generations, who are now in the saddle and have all the say, but rather the really old people who have experienced two world wars and their aftermath and who are now on the fringe of events. "The vices of the old include the lack of desire to understand that young people have their own right to start from rock-bottom in their imagination. Formerly children began at that point where their grandfathers had left off, where the fathers now stood and refused to budge. This doesn't work any longer. When young people are thrown back to phase one where else can they begin than in the fictious belief of "tabula rasa" and their own selected themes? They are, therefore, more endangered by false premises than all others who, at this point of time in history, have been stamped and moulded by the years of life they have already passed through to their (modest) advantage or (great) disadvantage. If the middle-generation, involved in its own bad or good affairs, has neither the time nor the urge to make an attempt to understand the non-productive as well as productive follies and shrewdness of young people, then the very senior citizens must make a start and insist on feeling their way into the motivations of the young generation, obnoxious though they may be to them . . .". What hopes does he place in such contacts? Information for the young, first-hand contemporary information, "but what is more important than the one-way flow of information is discussion."

"But conversation still remains the most palatable" can be read in Goethe. Will the "Frankfurter Hefte" succeed in making this possible between old and young?

* * *

Fewer "Abiturienten" or more training places?

The nasty word "Abiturientenschwemme" (i.e. "Glut of Higher School Certificate Holders") has been lurking in the pages of the national press in the Federal Republic of Germany for some months now. The German Industrial and Trade Association (DIHT) went as far as to issue the warning in a communication to the press on 7 July: "In the next few years more and more "Abiturienten" will start training for a career immediately and increasingly compete with pupils from main and secondary modern schools for training places and jobs". This concern is shared by many including pupils from main and secondary modern schools themselves.

Dr. Dirk Beckerhoff, Head of the Group for Planning at the Bonn Federal Ministry of Education and Science, is of a different opinion. He has commented on the statement made by the DIHT in the press service of his own ministry (no. 7/75 of 25 July). As the same problem exists in the countries of many of the readers of "Education and Science", they may well be interested to acquaint themselves with several extracts from the theses put forward by Dr. Bekkerhoff.

1. The view that the growing number of those completing their education with a university degree or college certificate will lead to increased tension in the field of employment with regard to training places, does not correspond to the actual facts. On the

00015

contrary, it would be correct to say that the expansion of full-time schools leading to a complete course of careers training in the senior classes, as well as the increased number of students at universities and colleges, has brought a strong measure of relief to the training place market. If, for instance, the number of "Abiturienten" and university freshmen had remained constant since 1965, 550,000 instead of 450,000 (i.e. an additional 100,000) new industrial training places would have had to have been made available and filled in this year alone, in order to provide those who had been unable to gain a place at university or college with vocational training. Every "Abiturient" beginning a higher education course means one less applicant for an industrial training place, whilst those "Abiturienten" who chose to complete a training contract with a firm are not additional competition for the remainder in search of a training place. On the contrary, they would have looked for a corresponding industrial training place (even without "Abitur") at an earlier date in order to obtain their professional qualification. Conversely, those who completed the Intermediate School stage this year and decided to continue their schooling to a higher level, have also helped to take pressure off the training place market.

2. The real reason for the increasing difficulties which youth is undeniably experiencing in its search for training vacancies is primarily the declining availability of such places in industry and commerce over the past few years. A recently published survey by the Institute for Labour Market and Vocational Research at the Federal Institute of Labour offers the following picture: if industry wished to provide junior employees with a complete course of training as skilled workers or office staff, instead of leaving part of this training to the trades and other areas, it would need to increase its training potential by 50 percent.

3. Frequently it is the lack of suitable industrial training places which, in fact, causes young people to take up full-time schooling. If, in line with the DIHT's demand, the further development of full-time schools were to be discontinued in such a situation, the problems would become even greater rather than smaller. Educational planning and educational policy can, in the interest of those concerned, act in no other way than to expand available school facilities on which educational and training decisions are based. As far as these decisions are concerned (which are taken by parents and young persons in full realization of the situation regarding vocational training) no changes will be made until it is possible to guarantee a satisfactory level of training place availability from both a quantitative and qualitative point of view.

* * *

News-in-Brief

Studies reform commissions in Baden-Württemberg

The three first studies reform commissions in the Federal State of Baden-Württemberg began work at the beginning of July. They concern the subjects chemistry, psychology and economic sciences, involving 15,000 students. The investigation of studies courses and proposed reforms has, as its main objective, the coordination of examination requirements, teaching and studies content with both academic and vocational demands. The majority of the members of the commissions (ten strong in each case and with full voting rights) have been drawn from university teaching staff. Experts from the field of professional practice advise the commissions.

World Teachers' Congress in Berlin (West)

At the end of July a World Teachers' Congress of the WCOTP was opened and lasted till 6 August. Some 500 delegates from 125 national teachers' associations were expected to attend. The general theme of the congress was "The Teacher and Politics".

A Federal German, Wilhelm Ebert, Vice-President of the German Teachers' Association, was elected President of the World Association for the first time. Following his election, Ebert stressed that every effort would be made to make the WCOTP into a "political association" in order to be able to square with the UN and UNESCO in a more determined manner. Through closer collaboration with ILO (International Labour Organization) steps are to be taken to put recommendations concerning the status of teachers into practice in an energetic manner, particularly in regard to salary, employment insurance and working conditions, and to implement a more intensive consultation of member organizations in individual countries on questions of pay.

Of interest to Federal German as well as (without doubt) foreign participants was the proposal made right at the outset by Prof. Walter Braun, Education Minister of the Federal State of Schleswig-Holstein, that the Federal Government and the Federal States should finance the necessary educational investments – which is lacking in funds at present – with the help of a value-guaranteed national loan of between one to two thousand million deutschmarks. As a "reward" for this stable-value loan, those acquiring it should agree to forego all interest for three to four years but be able to claim taxation benefits. The loan should be over as long a period as possible "so that those who are being trained on the strength of the loan can help in its redemption and subsequent interest payment."

21000

Immediate programme to combat teacher unemployment

Erich Frister, Chairman of the teachers' trade union "Erziehung und Wissenschaft" (GEW) in the Federal Republic of Germany representing the majority of teachers (mainly from main and secondary modern schools), is calling for an immediate programme to combat the imminent unemployment in the teaching profession. He proposes that this programme be drafted by a working group consisting of teachers, parents and pupils as well as representatives of the Federal Government and the Federal States. Since, as Frister explained, a central agency for teaching posts is not allowed on constitutional grounds, guidance should at least be forthcoming by means of an annual ascertainment of teacher trainee requirements broken down on a regional basis but extending across Federal State borders. Frister further demands greater opportunities for part-time teachers, supplementary training for teachers who want to change over to "under-staffed" subjects or to schools where there is a teacher shortage as well, as a lowering of the voluntary retirement age from the present 62 to 60. As a final point, younger teachers should be given adequate social security in the case of unemployment.

Frister sharply rejected the suggestion that teachers should be employed as salaried-staff on a limited contract basis. The martial GEW Chairman is of the opinion that the imminent unemployment in the teaching profession is a "political move rather than a matter of finance". As an example, he quotes Baden-Württemberg where it was first believed that it could not accommodate all new young teachers, only to discover now, on the eve of Federal State elections, that it was possible to create the required number of established posts.

•

Stuttgart: "Short-service teachers?"

The Christian-Democratic Parliamentary Party in the Federal State Legislature of Baden-Württemberg has come out in favour of employing teachers on a "short-service" basis, i.e. for a maximum period of one to two years. By this means the financially lean period to 1977 could be bridged; after this time, because of the drop in the birthrate, the size of classes will decline. Particularly competent teachers, could be offered a permanent post, however, "exclusively according to performance criteria". This would put an end, once and for all, to the current foregone conclusion that the move from teachers' training college into school service is automatic. This proposal is revolutionary as far as the Federal Republic of Germany is concerned since the bulk of teachers are civil servants who, more often than not, take up this profession because of the guaranteed state security. It is said that the CDU proposal is being treated with great reserve at the Ministry of Education for the time being.

•

Training promotion for foreign children likewise

The third amendment to the Federal Training Promotion Act has been approved by the Bundesrat (Second Chamber) and will become effective shortly. This will provide improvements for the chilren of foreign nationals in the European Community who, as dependants, have the right to reside or stay in the Federal Republic. From 1 August they can claim training subsidies as long as they are attending a training centre in the Federal Republic. In this way the Federal Republic has fallen into line with the interpretation of the Community Law as given in a ruling by the European Court of Justice.

•

Unemployment among youth: a problem in all EC countries

In a conversation with the Federal German EC Commissioner Brunner, Herr Rohde, Federal Minister of Education and Science, called for "more concentrated efforts to combat unemployment among youth". This has, in the meantime, become a European problem. In the Minister's opinion, it should be viewed as a "signal" from which "educational consequences" should be drawn. At their next session, the EC education ministers will have to concern themselves with this problem. According to Bonn's EC liaison office, the number of unemployed under the age of 25 is running at a current figure of some 1.5 million. This amounts to a third of all unemployed persons.

•

Goethe Institute

According to information in the "Bayerische Staatszeitung" (No. 27/75), the Goethe Institute instruction centre in the romantic old city of Rothenburg-ob-der-Tauber and a popular tourist resort, is to be extended from 120 to 200 study places. A studies course in German in Rothenburg is now recognized by all American universities.

•

Publication of standardized examination requirements for "Abitur"

In February this year, the Education Ministers' Conference (KMK) approved an "Agreement on the Application of standardized Examination Requirements in the re-organized Senior Classes at Grammar Schools". Up to 27 July, a total of 13 subject models had been prepared by the KMK Schools Committee and specially formed commissions of experts for: mathematics, physics, chemistry, biology, German, Greek, Latin, English, French, music, Protestant and Catholic religious instruction and Social Studies. These subject agreements are now being published individually per subject by the Luchterhand Verlag, Berlin–Neuwied.

•

Editorial closing date: 13 August 1975

00017